



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10111159  
SAU: Bangor School Department  
School: Mary Snow School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

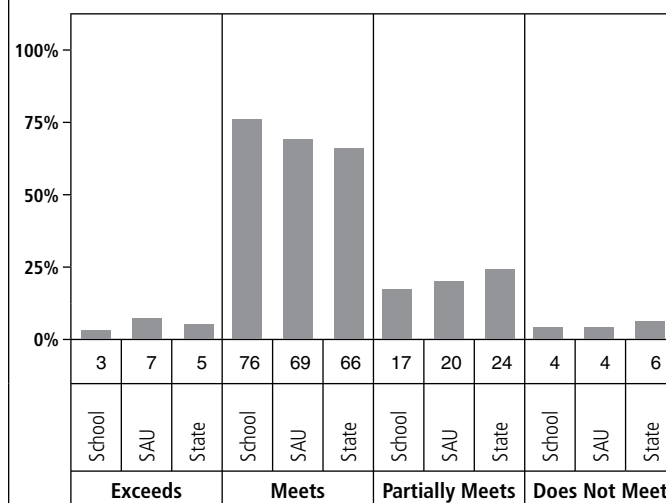
SAU: Bangor School Department

School: Mary Snow School

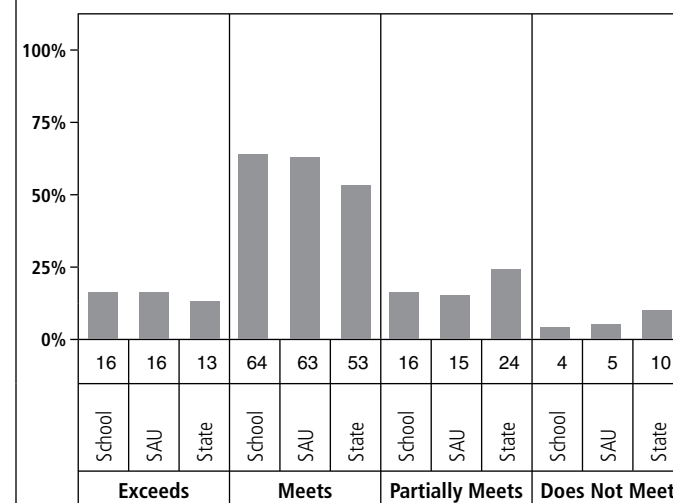
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	448	448	445
2007–2008	451	449	445
<b>2008–2009</b>	<b>448</b>	<b>448</b>	<b>446</b>
Cum. Avg.*	449	448	445
<b>Mathematics</b>			
2006–2007	449	451	445
2007–2008	450	449	445
<b>2008–2009</b>	<b>451</b>	<b>450</b>	<b>446</b>
Cum. Avg.*	450	450	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Bangor School Department  
School: Mary Snow School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	122	100	257	100	13805	100	120	100	255	100	13737	100	120	100	255	100	13746	100						
<b>Ethnicity</b> African American/Black	4	3	8	3	419	3	4	100	8	100	410	98	4	100	8	100	416	99						
American Indian or Native Alaskan	4	3	6	2	125	1	4	100	6	100	124	99	4	100	6	100	124	99						
Asian or Pacific Islander	1	1	4	2	229	2	1	100	4	100	223	97	1	100	4	100	227	99						
Hispanic	2	2	4	2	149	1	2	100	4	100	148	99	2	100	4	100	148	99						
Caucasian/White	111	91	235	91	12883	93	109	100	233	100	12832	100	109	100	233	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	25	20	48	19	2383	17	23	100	46	100	2366	100	23	100	46	100	2364	99						
<b>Current LEP</b>	1	1	3	1	377	3	1	100	3	100	362	96	1	100	3	100	373	99						
<b>Economically disadvantaged</b>	43	35	128	50	5819	42	42	100	127	100	5782	99	42	100	127	100	5788	100						
<b>Migrant</b>	0	0	1	0	6	0	0	0	1	100	6	100	0	0	1	100	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	98	80	193	75	10439	76	99	81	196	76	10471	76						
Identified disability (PET/IEP)	3	3	7	4	351	3	4	4	7	4	367	4						
LEP	1	1	2	1	171	2	1	1	2	1	172	2						
504 plan	0	0	3	2	92	1	0	0	4	2	90	1						
<b>Participation with accommodations</b>	22	18	62	24	3142	23	21	17	59	23	3138	23						
Identified disability (PET/IEP)	20	91	39	63	1860	59	19	90	39	66	1860	59						
LEP	0	0	1	2	186	6	0	0	1	2	198	6						
504 plan	0	0	3	5	71	2	0	0	2	3	73	2						
Other	2	9	19	31	1060	34	2	10	17	29	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	2	2	2	1	11	0	2	2	2	1	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Bangor School Department  
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	8	6	18	7	507	4
	2007-2008	19	15	24	10	559	4
	<b>2008-2009</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>7</b>	<b>672</b>	<b>5</b>
	Cum. Total*	31	8	61	8	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	87	67	173	68	8749	63
	2007-2008	75	61	159	64	8308	59
	<b>2008-2009</b>	<b>91</b>	<b>76</b>	<b>175</b>	<b>69</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	253	68	507	67	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	27	21	54	21	3467	25
	2007-2008	27	22	53	21	3922	28
	<b>2008-2009</b>	<b>20</b>	<b>17</b>	<b>50</b>	<b>20</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	74	20	157	21	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	8	6	11	4	1165	8
	2007-2008	2	2	11	4	1264	9
	<b>2008-2009</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>751</b>	<b>6</b>
	Cum. Total*	15	4	33	4	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.9	68.5	32.9	68.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.6	69.2	16.6	69.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.3	67.9	16.3	67.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 4  
SAU: Bangor School Department  
School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	120	4	3	91	76	20	17	5	4	448	255	7	69	20	4	448	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	4										8	0	88	13	0	446	408	2	51	31	16	441
American Indian or Native Alaskan	4										6	0	50	50	0	443	122	1	59	34	6	444
Asian or Pacific Islander	1										4						221	9	62	22	7	447
Hispanic	2										4						146	1	64	28	6	445
Caucasian/White	109	4	4	82	75	18	17	5	5	448	233	7	68	20	5	448	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	11	48	8	35	4	17	440	46	0	33	48	20	438	2211	1	39	42	18	439
No	97	4	4	80	82	12	12	1	1	450	209	9	77	13	1	450	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	1										3						357	3	42	36	19	440
No	119	4	3	90	76	20	17	5	4	448	252	7	69	20	4	448	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	42	1	2	25	60	13	31	3	7	445	127	5	59	29	7	445	5677	2	57	32	9	443
No	78	3	4	66	85	7	9	2	3	449	128	10	78	10	2	451	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										1						6	0	67	33	0	445
No	120	4	3	91	76	20	17	5	4	448	254	7	69	20	4	448	13575	5	66	24	6	446
<b>Gender</b>																						
Female	54	2	4	44	81	8	15	0	0	449	120	11	72	16	2	450	6580	7	68	21	5	448
Male	66	2	3	47	71	12	18	5	8	446	135	4	66	23	7	446	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2127	1	48	42	9	441
No	120	4	3	91	76	20	17	5	4	448	255	7	69	20	4	448	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	1										18	39	61	0	0	460	324	27	72	1	0	458
No	119	4	3	90	76	20	17	5	4	448	237	5	69	21	5	447	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	40	2	40	1	20	439	5	0	25	33	42	437	4	2	45	36	17	441
B. less than one hour	57	2	3	53	78	11	16	2	3	448	61	8	69	20	3	448	75	5	67	23	4	447
C. one to two hours	35	2	5	32	76	7	17	1	2	449	31	8	76	15	1	450	18	5	67	23	5	447
D. more than two hours	4	0	0	4	80	0	0	1	20	445	4	0	56	33	11	444	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	3	7	37	80	5	11	1	2	450	41	13	69	15	2	450	40	8	71	17	4	449
B. good	51	1	2	50	82	9	15	1	2	448	47	3	75	18	4	448	45	3	66	25	5	446
C. fair	9	0	0	3	27	5	45	3	27	439	11	0	41	44	15	441	13	1	54	35	10	442
D. poor	2	0	0	1	50	1	50	0	0	438	2	0	75	25	0	442	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	38	4	9	36	78	6	13	0	0	451	41	15	68	15	1	451	31	8	69	19	4	448
B. They match some of what I have learned.	51	0	0	46	75	11	18	4	7	446	48	2	75	19	4	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	7	0	0	6	75	2	25	0	0	444	6	6	56	31	6	444	11	2	54	35	10	442
D. There is no match.	4	0	0	3	60	1	20	1	20	440	5	0	23	46	31	435	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	26	0	0	22	71	7	23	2	6	446	22	0	60	31	9	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	59	4	6	54	77	10	14	2	3	448	58	9	73	16	3	449	63	6	69	22	4	447
C. easier than my regular schoolwork	14	0	0	15	88	1	6	1	6	451	20	12	70	14	4	450	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	12	0	0	9	64	3	21	2	14	442	12	0	50	30	20	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	60	1	1	54	76	14	20	2	3	447	59	5	72	20	2	448	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	28	3	9	28	85	1	3	1	3	452	29	15	71	11	3	452	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	1	5	15	71	3	14	2	10	448	23	15	63	17	5	450	21	8	68	19	5	448
B. 20 minutes to an hour	68	3	4	65	79	12	15	2	2	449	58	6	78	14	2	449	55	5	70	21	4	447
C. less than 20 minutes	8	0	0	5	56	3	33	1	11	442	9	4	48	39	9	442	13	2	57	33	8	443
D. I rarely read at home.	7	0	0	6	75	2	25	0	0	444	10	0	52	36	12	441	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	25	0	0	20	69	7	24	2	7	444	28	3	64	26	7	445	25	3	59	30	8	444
B. six to ten pages	31	0	0	27	73	8	22	2	5	446	26	5	73	19	3	447	24	4	64	26	6	445
C. eleven or more pages	44	4	8	43	83	4	8	1	2	452	46	11	69	17	3	450	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	31	1	3	23	66	9	26	2	6	447	31	6	64	25	6	448						
B.	0										0											
C.	58	3	5	56	86	5	8	1	2	450	57	5	85	8	3	449						
D.	11	0	0	7	58	4	33	1	8	442	12	0	50	43	7	442						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Bangor School Department  
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	16	12	39	15	1054	8
	2007-2008	27	22	45	18	1321	9
	<b>2008-2009</b>	<b>19</b>	<b>16</b>	<b>42</b>	<b>16</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	62	17	126	17	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	81	62	163	63	7394	53
	2007-2008	58	47	130	52	7079	51
	<b>2008-2009</b>	<b>77</b>	<b>64</b>	<b>160</b>	<b>63</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	216	58	453	60	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	26	20	42	16	3729	27
	2007-2008	32	26	53	21	3955	28
	<b>2008-2009</b>	<b>19</b>	<b>16</b>	<b>39</b>	<b>15</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	77	21	134	18	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	8	6	13	5	1735	12
	2007-2008	7	6	20	8	1642	12
	<b>2008-2009</b>	<b>5</b>	<b>4</b>	<b>14</b>	<b>5</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	20	5	47	6	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	33.5	69.8	33.1	69.0	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.3	71.5	14.0	70.0	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.7	71.3	5.6	70.0	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.5	65.0	6.5	65.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.0	70.0	7.0	70.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Bangor School Department  
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	120	19	16	77	64	19	16	5	4	451	255	16	63	15	5	450	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	4										8	0	100	0	0	451	415	5	41	30	24	439
American Indian or Native Alaskan	4										6	0	83	0	17	446	123	12	46	28	13	445
Asian or Pacific Islander	1										4						225	22	45	20	12	448
Hispanic	2										4						147	3	58	30	10	443
Caucasian/White	109	19	17	67	61	19	17	4	4	451	233	17	61	17	6	450	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	1	4	12	52	6	26	4	17	442	46	2	37	33	28	438	2227	3	34	33	30	437
No	97	18	19	65	67	13	13	1	1	453	209	20	68	11	0	453	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	1										3						370	7	35	31	27	439
No	119	19	16	76	64	19	16	5	4	451	252	16	63	15	6	450	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	42	4	10	27	64	8	19	3	7	448	127	8	64	20	9	446	5704	6	48	30	16	442
No	78	15	19	50	64	11	14	2	3	452	128	25	62	11	2	454	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										1						6	17	33	50	0	448
No	120	19	16	77	64	19	16	5	4	451	254	17	63	15	6	450	13603	13	53	24	10	446
<b>Gender</b>																						
Female	54	7	13	38	70	6	11	3	6	450	120	18	63	13	6	451	6591	12	54	24	11	446
Male	66	12	18	39	59	13	20	2	3	451	135	15	63	17	5	450	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2131	3	41	38	18	440
No	120	19	16	77	64	19	16	5	4	451	255	16	63	15	5	450	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	1										18	61	39	0	0	465	324	64	34	2	0	464
No	119	18	15	77	65	19	16	5	4	450	237	13	65	16	6	449	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Bangor School Department  
School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	3	60	1	20	1	20	443	5	0	50	25	25	440	4	4	37	30	28	438
B. less than one hour	57	8	12	45	66	12	18	3	4	449	61	15	63	16	6	449	75	13	55	23	9	447
C. one to two hours	35	9	21	28	67	5	12	0	0	454	31	22	65	12	1	453	18	12	54	24	10	446
D. more than two hours	4	2	40	1	20	1	20	1	20	449	4	22	44	22	11	447	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	53	13	20	41	64	8	13	2	3	453	47	21	65	11	3	453	37	22	56	16	7	451
B. good	34	4	10	29	71	8	20	0	0	450	40	15	63	18	4	449	45	9	56	25	9	446
C. fair	12	2	14	7	50	3	21	2	14	446	10	8	58	23	12	445	14	3	46	34	17	440
D. poor	1	0	0	0	0	0	0	1	100	410	2	0	20	20	60	427	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	11	27	19	46	7	17	4	10	451	43	28	55	12	6	453	35	19	56	19	7	450
B. They match some of what I have learned.	49	4	7	46	78	9	15	0	0	450	44	7	77	15	1	450	51	11	56	25	8	446
C. They match just a little of what I have learned.	11	2	15	9	69	2	15	0	0	451	8	10	60	25	5	447	10	5	43	31	21	440
D. There is no match.	6	2	29	3	43	1	14	1	14	450	6	13	27	20	40	438	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	13	65	4	20	3	15	443	18	4	58	20	18	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	58	8	12	51	74	10	14	0	0	451	54	16	70	14	0	452	62	13	57	23	7	448
C. easier than my regular schoolwork	25	11	38	12	41	4	14	2	7	455	27	26	54	10	9	452	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	1	20	3	60	1	20	0	0	453	6	13	47	20	20	445	7	6	36	32	27	438
B. 30–45 minutes	19	1	4	16	70	4	17	2	9	445	15	8	63	16	13	445	25	7	52	28	12	444
C. 45–60 minutes	59	15	21	42	59	11	15	3	4	452	40	22	60	15	4	452	38	14	56	22	8	448
D. more than 60 minutes	18	2	10	16	76	3	14	0	0	452	39	15	69	14	2	451	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	1	100	0	0	0	0	448	3	14	57	14	14	446	3	4	36	31	28	438
B. two or three days a week	3	1	33	1	33	1	33	0	0	449	4	10	60	30	0	447	12	13	51	26	10	446
C. two or three times each month	28	3	9	25	74	5	15	1	3	449	23	12	71	14	3	449	32	15	58	20	7	449
D. never or almost never	68	15	18	50	61	13	16	4	5	451	70	18	61	15	6	451	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	13	2	13	8	50	3	19	3	19	446	15	11	58	18	13	447	26	12	50	25	13	445
B. two or three days a week	12	4	29	9	64	1	7	0	0	455	20	14	65	14	6	449	32	14	57	21	7	448
C. two or three times each month	40	6	13	37	77	5	10	0	0	453	35	22	67	10	0	454	26	13	56	22	8	448
D. never or almost never	35	7	17	23	55	10	24	2	5	448	30	12	61	19	8	448	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	31	4	11	26	74	4	11	1	3	449	31	14	72	11	3	450						
B.	0										0											
C.	58	14	22	39	60	10	15	2	3	453	57	21	59	17	3	452						
D.	11	0	0	7	58	3	25	2	17	443	12	0	50	29	21	440						